

ST JOSEPH'S SCHOOL ~ POLICIES AND PROCEDURES

AREA: Staff ~ behaviour management procedures

UPDATED: 6.09.2009

BEHAVIOUR MANAGEMENT PROCEDURES

OUR PHILOSOPHY ~ CREATING A SUPPORTIVE AND CARING ENVIRONMENT FOR CHILDREN

<u>ADMINISTRATION:</u>	Allocation of resources and/or personnel, alterations to timetabling, referral to specialists as required.
<u>STAFF:</u>	Sharing the load of a particularly demanding student (which, in many cases, is borne by a single teacher.) This may include taking a class whilst the teacher has a "break" from the student/s or offering to supervise a student for a period of time during the day. Assistance of this nature is discretionary. A teacher would not leave his/her own class unsupervised to supervise another class.
<u>PARENTS:</u>	Supporting the ideals of the discipline procedures by working with staff to reach the desired outcome/s. Reinforcing consistent expectations at home. Showing goodwill towards the process.

We believe that it is important that agreed practices and procedures should be applied consistently by all staff at all times. We believe that all discipline practices and procedures undertaken by staff should:

- ◆ be based on the Christian values of justice, love and respect.
- ◆ develop a warm and trusting pupil-teacher relationship.
- ◆ encourage co-operation between home and school.
- ◆ focus on the positive and good aspects of children's behaviour.
- ◆ always enhance the child's self-esteem.
- ◆ recognize the different stages of each child's development.
- ◆ encourage and provide opportunities for children to behave responsibly.
- ◆ enhance self-awareness and the ability to self-monitor and self-regulate behaviour.
- ◆ establish with the students reasonable and fair consequences for every behaviour (good and bad) and be consistent in carrying them out.
- ◆ be sensitive to the individual life histories of children.
- ◆ develop socially acceptable behaviour by insisting on common courtesies and manners.
- ◆ develop school pride and spirit.

POSITIVE MANAGEMENT OF CLASSROOM BEHAVIOUR

All children have the right to learn in a supportive and caring environment. Disruptive behaviour from one or a few students compromises that right and therefore must be dealt with in the appropriate manner.

The basic premise of the classroom must be that

- **it is a privilege to be in this classroom**
- **if you cannot follow the guidelines for this class then you lose that privilege**
- **disruptive behaviour must be dealt with justly and immediately.....**
- **if one child is constantly demanding the teacher's attention..... others are missing out.**
- **the principles of justice and equity dictate that all children are given the best opportunity to learn and grow.**

A POSITIVE BEHAVIOUR MANAGEMENT PLAN

This is a set of sequential steps for the management of students in the classroom.

A. The first task is establishment of simple class rules. It may be useful to establish these in conjunction with the Student Mission Statement. Ideally, the rules should be few in number, clearly worded and the result of collaboration between student and teacher.

The rules should be clearly displayed in the classroom and frequently reviewed and discussed.

Some examples of classroom rules:

- Always do what the teacher asks, quickly.
- Be well mannered.
- Show respect for people and property.
- Work quietly without disturbing the work of others.
- Put up your hand to ask/answer a question.

When a student is not following the rules the following strategies could be your first resort to bring the child back on task.

Quietly and calmly remind the student of what he/she should be doing. Refer to the class rules if necessary.

Some strategies which may be used in this step may include:

1. Tactical ignoring of behaviour (never ignore rude, arrogant calling out, swearing, defiance or aggression).
2. Casual statement or question - which seeks to prevent unnecessary conflicts arising.
3. Simple directions - express intent clearly and simply rather than get involved in long winded discussion.
4. Rule reminder - teacher simply restates the class rule. (This assumes a set of class rules has been developed by the class).
5. Question and feedback - break into the disruption cycle with a question.
6. Distraction and diversion-anticipate a disruption or problem and distract or direct the student.
7. Diffusion-taking the heat out of a problem with appropriate humour.
8. Deflection - acknowledge student's frustration, anger or anxiety and refer back to appropriate behaviour.
9. Blocking statements - to overcome an argumentative student.
10. Giving simple choices - where the student has to choose a responsible alternative.

B. Attempt to solve the problem with the student. Point out consequences of further misbehaviour. This may include:

- a) moving the student to a different place in the class or**

b) conferencing with the student at a suitable time.

- C. Class "Timeout". Isolate the child from the rest of the class (usually at a desk within the classroom) with the understanding that the child may rejoin the class when he/she can behave according to the class rules or at the conclusion of the lesson. Work is completed in Timeout (current class work or other tasks, as appropriate). Counselling by the class teacher may be required at this stage also.
- It may be appropriate at this stage to introduce a way of monitoring/encouraging the child's behaviour once he/she has joined the class. This may take many forms. One such example is a "tick sheet" where a tick is placed on a sheet for desired behaviour. A predetermined number of ticks at the end of the day may be rewarded in some way (eg. if a child receives 10 ticks during the day a sticker is added to the sheet). This strategy which focuses on positive behaviour is equally successful with upper grades as it is with younger children. After a week of satisfactory behaviour the strategy can be discontinued.**
- D. School "Lunch Timeout". When the steps above have been used without gaining the desired result a student may be given a Lunch "timeout". A "Student Referral" sheet is completed by the teacher and sent to the Office. No child is to be placed on timeout without one of these sheets being completed. The classroom teacher is responsible for the supervision of the student who is on a lunch timeout. When a child is placed on timeout a letter will be sent home to parents advising of the reasons for the detention and inviting them to follow-up the reasons for the behaviour at home. If a student receives three or more "timeouts" in one week the Principal will send a note to the child's parents and inform them that a Friday afternoon "timeout" has been assigned.
- E. If behaviour is persistent and requires further monitoring the student is given a "Behaviour Record Card" which is completed by the teachers for the three sessions of school time and two lunchtimes. The card is then initialled by the teachers each day. The card should be given for at least a week and extended to a fortnight if necessary.
- F. "In School Suspension", that is, isolation from the classroom. If the student receives three or more unsatisfactory grades during the week, (this is open to the discretion of the teacher) he/she is withdrawn from the classroom for a period of one day with set work to a place where he/she can be supervised (usually the Principals or APRE's office). This stage is only initiated after consultation with the Principal who will inform parents of the action to be taken. It is imperative that the events and action taken up to this point are well documented, so that appropriate follow-up procedures can be taken. Counselling of the student by an appropriate person (usually parents and principal but could include specialists such as a school counsellor) will take place during this step. Once isolated from the class the student has no contact with the class nor participates in any class activities. Lunches are to be eaten in the area outside of the office.
- G. Return to class. After Step F is completed the student would return to class with a Behaviour Record Card (Step E) for the next week. Counselling would continue at this stage if considered necessary.
- H. If the student again receives three or more unsatisfactory grades during this week he/she will be put on an "In School Suspension" and withdrawn from the classroom for a period of one week under the same conditions as outlined in Step F above.
- I. Suspension from school - the length of suspension will vary depending on the severity of the offence.
- J. Expulsion - this is an extreme step and will be carried out in accordance with the Diocesan Discipline Policy.

UNACCEPTABLE DISCIPLINE PRACTICES:

We believe the following practices are unacceptable and will not be used by staff in this school:

- ◆ ***Whole group punishment for the actions of one or a few students*** eg. Keeping the whole class in until a student 'owns up' to a particular action. When the situation is at this stage the likelihood of the guilty party owning up is fairly remote and therefore an alternative approach is required.
- ◆ ***Personal insults/sarcasm/embarrassment.*** Actions like this serve only to erode the self-esteem of students and do little to develop any self-discipline in the student involved.
- ◆ ***Unsupervised detention.*** If students are placed on detention (timeout) they must be adequately supervised and not left to complete an assigned task alone or in the company of other students.
- ◆ ***Sending students out of the classroom for long periods of time.*** On occasions it may happen that the child is sent from the room to allow the child (or the teacher) some space to cool down and have some time out of the room before rejoining the class. In cases when a student is persistently disrupting the class this step may be necessary on the understanding that the child may rejoin the group when he/she can follow the class rules.
- ◆ ***Meaningless write-outs.*** Whilst write-outs given to assist students learn and/or memorize facts and figures is a valid strategy, there is a point where this strategy becomes a meaningless exercise with little hope of achieving the desired outcomes outlined above.
- ◆ ***Corporal Punishment.*** It is Diocesan Policy that Corporal Punishment not be used under any circumstance.

FOR YOUR INFORMATION:

To avoid any possible allegations of misconduct it is not advisable for teachers to be alone with students for extended periods of time. To avoid the situation occurring, more than one student should be in the room or the child involved should be asked to sit in an open area in clear view of other staff and students.